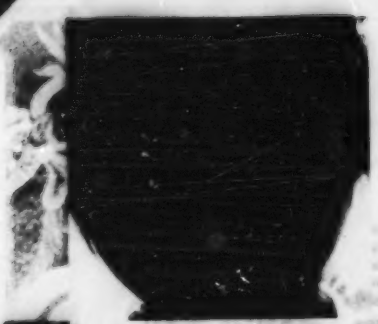
BRITISH COLUMBIA

PREPARATIONS FOR THE

World Conference

AGAINST RACISM, RACIAL DISCRIMINATION,
XENOPHOBIA AND RELATED INTOLERANCE

· SOUTH AFRICA 2001 ·



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BRITISH COLUMBIA

INTRODUCTION

The United Nations is holding a World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (WCAR). It will lay the foundations for renewed global commitment to, and strategies for, combating this threat to human security. The conference will take place in Durbin, South Africa from August 31, 2001 to September 7, 2001. The objectives of the World Conference are: to review all the factors leading to racism and racial discrimination; to review the progress in the fight against racism; to increase awareness of the problems; and to recommend measures to combat racism.

The Government of British Columbia had the opportunity to provide input into the national position and priorities paper developed by the Government of Canada for this international conference. Additionally, non-governmental organizations (NGOs) from across Canada will develop an independent position and will participate in a parallel conference.

The British Columbia consultations constitute the province's contribution to the federal government submission for the World Conference. The former Ministry of Multiculturalism and Immigration, as part of its mandate to implement the goals of the *Multiculturalism Act*, sought input from local citizens, community leaders, business, labour, NGOs and public institutions as we assumed the lead in developing the provincial position.

We recognized the importance of including local experiences in our response and we asked the community to join us in a consultation process. We were also pleased to support NGOs in developing their independent positions and in preparing to contribute at the parallel conference. Participants were asked to focus on the British Columbia context, when assessing progress made in light of international commitments to eliminate all forms of racism, racial discrimination, xenophobia and related intolerance. To accomplish this, the objectives of the consultation process included:

- increasing public awareness around the impact of racism and racial discrimination,
- assessing our accomplishments and progress towards eliminating racism,
- discussing the barriers and challenges to eliminate racism,
- supporting non-governmental organizations (NGOs) and their institutions in their efforts to build healthier communities, and
- supporting building capacity for civil society to participate in the World Conference.

In a unique partnership between the community and the provincial government, these consultations reached out across the province to provide the broadest possible input. The consultations were organized in partnership with non-governmental organizations. The BC Human Rights Coalition, the Canadian Anti-racism Education Research Society and the United Nations Association organized the five regional consultations and the Okanagan Indian Education Resources Society organized the provincial consultation focused on Aboriginal issues.

The consultation process culminated in a provincial consultation held in Vancouver on March 16, 2001, as part of the Government of British Columbia's efforts to commemorate March 21st, the Day for the Elimination of Racism. The objective of this consultation was to bring together individuals from throughout British Columbia to discuss in detail the main themes that emerged.

This document details the outcomes and recommendations from the British Columbia consultations.

REGIONAL CONSULTATIONS

Introduction

Regional consultations were held in Kamloops, Prince George, Castlegar, Nanaimo, and Surrey between September 19, 2000 and October 21, 2000. The consultations were organized by the BC Human Rights Coalition, the Canadian Anti-racism Education Research Society, the United Nations Association and the Government of British Columbia. A steering committee of government and non-governmental partners was formed in the summer of 2000 to coordinate the regional consultations, prepare an information package for participants and help prepare NGOs to participate directly in the World Conference in South Africa.

In addition to a background paper explaining the context, purpose and main themes of the World Conference, the information package also included:

- a set of questions designed to frame discussion in workshops at the consultations,
- a summary of international obligations undertaken by Canada,
- the agenda for the consultation,
- a chronology of events leading to the World Conference, and
- a manual on how to prepare to attend the World Conference in South Africa.

Approximately 300 individuals participated in the regional consultations. Many who attended expressed their appreciation for the opportunity to discuss issues, develop recommendations and learn more about the World Conference process. Some participants have continued to meet in smaller groups in various regions of the province and continue to submit their ideas and thoughts on combating racism and related intolerance.

The organizing steering committee would like to thank all the participants from the regional consultations for spending the time to develop the recommendations that form a critical part of the World Conference process. These recommendations, reports and other background materials may be found at www.anti.racist.com. The steering committee would also like to thank the individuals and organizations responsible for assisting with the design and delivery of the regional consultations. These include the Kamloops Immigrant Services Society, the Immigrant and Multicultural Services Society of Prince George, the United Nations Association in Canada-Kootenay Branch, the Central Vancouver Island Multicultural Society and the Progressive Intercultural Community Services Society.

Summary of the Consultations

The following represents a summary of the discussions that took place during the workshop sessions at the five B.C. consultations. It is intended as a sampling of the issues and points raised by participants. As well, the discussions that took place during the consultations focussed on the issues pertinent to the WCAR and were not intended to be a complete representation of all issues of racism in British Columbia. Participants expressed a broad range of issues facing them as individuals, communities, regions and as a province.

Personal and Institutional Forms of Racism

Participants at the WCAR provincial consultations spoke of the many forms of racism. They stated that they experienced or observed manifestations of racism on a regular basis. Most participants believed that racism is a learned behaviour and can be changed. They stated that some forms of racism are based on a lack of self-esteem and a lack of knowledge. This causes some people to make improper assumptions about others based on negative stereotypes. Participants noted that peer pressure amongst young people often prevents them from speaking out when they see or experience racism. They pointed to the importance of childhood education within the family and the value systems of parents.

Colonialism and Economic Cutbacks

Many participants at the regional consultations for the WCAR stated that colonialism was a major cause of racism and that a colonial legacy continues to exist, particularly with respect to First Nations and aboriginal peoples. The residential school system and its ongoing ramifications was provided as an example of the continuing effect of colonialism and attempts by government to assimilate aboriginal peoples. Participants maintained that governments need to respect aboriginal rights, as well as undertake to resolve land title, resource and social issues affecting aboriginal communities. It was noted in several workshops that the United Nations has repeatedly criticized Canada for failing to resolve disputes between First Nations and the federal and provincial governments.

There was a feeling that the federal government of Canada and the provincial government of British Columbia must acknowledge the history of racism in this country. The denial of racism only perpetuates the problem. In addition, all levels of government must acknowledge that racism is not just something that happened in the past, but that it continues to exist in the present. As well, it was argued that before racism, xenophobia and related intolerance can be effectively addressed, individual Canadians must acknowledge that racism continues to exist in many forms –

from the polite to the aggressive and, in some cases, murder.

It was stated that Canadians need to recognize that racism affects everyone and that all must work towards its elimination. Creating stronger alliances and involving more people in human rights issues should be a priority for government and society at large. It was suggested in Castlegar that coalitions of public and private organizations need to be created to develop and implement a national public education strategy to raise awareness about the effects of racism and to change behaviours and attitudes (e.g. "Drinking and Driving" and anti-smoking campaigns).

The effect of poverty and poor economic conditions was seen by many participants as a major cause of racism. Throughout the province, participants stated very clearly that the economic recession and cut backs in social and economic development programs have caused divisions and increased racism between groups. It was feared that further cutbacks and economic recession would further increase tensions and manifestations of racism, xenophobia and related intolerance.

Additionally, land claim negotiations and the resulting tensions are impacting communities. It was stated at several consultations that aboriginal and non-aboriginal communities are in conflict over what they see as a "zero sum" situation where the gains of one group will be at the expense of another. For example, in Kamloops and Prince George, participants reported that land claim negotiations had produced fear over the loss of jobs and rights. Education regarding the legal rights and status of aboriginal peoples needs to be provided to address these existing tensions.

Globalization

The idea of "thinking globally, acting locally" was discussed at several consultations. Participants expressed the view that the concepts of globalization and global migration impact racism in B.C. It was also raised that the developing world is growing at the expense of the less developed areas of the world and institutions like the World Trade Organization and the World Bank are seen as modern forms of colonialism. In Nanaimo, participants focussed their attention on what one person called "environmental racism" – the effect of economic globalization on peoples of the less developed areas of the world who disproportionately suffer the consequences of profit growth in the developed nations.

Participants linked the issue of migrant workers coming to Canada from developing countries to systemic discrimination within Canada's immigration system and employment policies and practices. They felt that new immigrants were being denied the opportunity for full and equal participation in Canadian society. For example, in Surrey, a number of participants expressed concern for live-in child care providers and migrant farm workers, who are being brought in from less developed areas of the world. Once in Canada, they are denied citizenship rights and used as "cheap labour."

Participants in Kamloops, Castlegar, Nanaimo and Surrey urged governments to undertake the development of better accreditation systems so that people with appropriate training, but who lack Canadian experience, will have their qualifications recognized. For many, the economic as well as the educational component of racism needs to be addressed jointly because one without the other will fail.

Education

Participants believed education played an important role in any strategy to confront racism. They spoke of it having two aspects; one being the formal education system, and the other being public education for the community as a whole. They identified a number of priorities for each.

The education system was seen as contributing to institutional and systemic racism. Participants believed racial stereotyping in the system reinforces Euro-centric history. This curriculum bias creates barriers to education for some groups in that it may contribute to the early withdrawal of individuals by perpetuating stereotypes and by denying them representation.

Racism within the school environment was pointed out as being a form of bullying and having a negative effect on students' self-esteem and sense of belonging. Participants felt that the lack of representation from visible-minority groups as teachers and administrators compounded this sense of alienation. Along with the lack of mandatory anti-racism and multiculturalism training, this was seen as an obstacle to the education system being used to its full potential as a means for addressing racism.

It was argued throughout the consultations that education about human rights and racism needs to begin at an early age. This education could include creating a common language and framework for addressing racism. Governments were urged to undertake a comprehensive public education campaign that would create a common understanding of racism and its negative impacts. It would also provide information to targets of racism on available recourses and remedies.

Law Enforcement

Some participants argued that education alone will not solve the problem of racism. It was noted that not all racists are uneducated and that they come from all walks of life. Awareness training does not always change their attitudes or behaviours, hence, the need for stronger legal protection. Participants noted that legal measures must be provided and made accessible, particularly in the case of hate groups and hate crime. Many voiced frustration that the government, law enforcement and the BC Hate Crime Team often fail to act on complaints of hate propaganda and threats. Participants wanted to make sure that local law enforcement agencies were going to become more active in dealing with reports of hate and that the Hate Crime Team was responsive to the community.

A dual approach was identified for addressing and responding to incidents of racism and hate crime. Currently, targets of racism and hate crimes do not have the needed services to assist them in dealing with their experiences. As well, participants were concerned that despite the spread of hate propaganda, appropriate charges have never been laid in the province. Some participants called on governments to establish specialized trauma resources to help counsel the targets of racism, and create stronger hate crime laws and stiffer penalties for perpetrators of hate crime.

Furthermore, participants in Kamloops, Castlegar and Nanaimo argued in favour of an independent national agency to investigate and expedite complaints of racism, discrimination and hate crimes. Participants stated that stemming the growth of hate groups should involve a holistic approach. This would include focussing on education, enforcing laws, providing remedies to the targets of racism, building safer communities and stopping hate group recruitment in schools and on the Internet.

Participants commented on the process of laying human rights complaints, and stated that it must be made more timely, accessible and efficient for the targets of racism. They felt that Canadians need to hear the voices and experiences of those most affected by racism. Increased education on human rights was seen as one possible means of accomplishing this objective. Law enforcement personnel were identified by participants as one key group that should be receiving mandatory human rights training.

The Media

Of all the major institutions in Canadian society, the mainstream media, along with the educational system and law enforcement agencies generated the most discussion. There was an acknowledgement that the media plays a major role in shaping perceptions within society. Participants often attributed increases in tensions and racism in communities to the portrayal of minority groups by the local, provincial and national mainstream media. To address this, many participants called on the mainstream media to change its policy with respect to reporting on minority groups, to hire more visible minorities to better reflect Canadian society and to provide role models with which young readers and viewers can identify.

As an example, participants noted that the media portrayal of the arrival of the Chinese boat people to B.C. in 1999 exacerbated xenophobia. Participants at the consultation in Prince George, where some of the boat people were detained, stated that the media portrayed the Chinese boat people as "illegal" refugees and "queue jumpers". Participants argued that there is a need for an independent press council to monitor the media and to help prevent inaccurate portrayals.

Issues around the use of the Internet for the dissemination of hate were identified by participants. A number of them expressed concern about the growth of hate on the Net and urged governments to undertake internationally binding agreements at both the national and international levels to create "standards of the appropriate use" of the Net. These standards would govern use and access to the Net, thereby protecting communities and vulnerable groups from harm. Standards could ensure that citizens receive help to understand the new media and to use the Net responsibly.

Non-governmental Organizations (NGOs)

Participants throughout the province stated that NGOs dealing with racism need to cooperate, share resources and create stronger networks. In short, much more attention needs to be paid to community building and mobilization by government and the community. Participants felt that the scarcity of available resources led to NGOs competing with one another. It was raised that governments at all levels need to dramatically increase resources and funding to the NGO sector to aid in the fight against racism and discrimination. NGOs also need to pool resources and form stronger networks to enhance the effectiveness of their initiatives.

Participants felt frustration about the lack of available information on community anti-racism initiatives. They called for a coordinated inventory of successful resources and initiatives that could be shared amongst different NGOs. They felt this would help prevent the inefficiency inherent in 're-inventing the wheel'.

Participants in Nanaimo listed the following ways government could help strengthen NGOs: establish multi-year funding; reduce administrative bureaucracy; and, help build a cooperative response to funding by creating mentorship programs so that community groups can learn more about successful projects and funding sources. Participants acknowledged that NGOs have a responsibility to work collaboratively and to ensure accountability to their community, government and funders.

International Agencies

Participants, particularly in Castlegar and Nanaimo, insisted that Canada comply with international human rights covenants and agreements to whom Canada is a signatory. They also insisted that Canada comply with the International Covenant on the Elimination of Racism and Racial Discrimination.

A number of participants in Nanaimo, however, were critical of the United Nations. Some participants felt that as long as there was a Security Council, there existed a hierarchy of nations in terms of influence within the United Nations. They feared that as a result of this hierarchy the emphasis on addressing racism worldwide would remain symbolic gestures and would focus on the need for education alone, not compensation for victims of racism or more effective legal remedies. For instance, participants compared the involvement of peacekeepers in Bosnia with the lack of intervention in Rwanda and the resulting genocide. They questioned whether racism played a role in the differing responses to the two crises.

Conclusion

Much of the preceding discussion has been consolidated into the recommendations listed on the following pages. This summary is intended to provide some context to these recommendations. The quality and richness of the discussions that took place are reflected in the summary and the recommendations. They are a direct result of the time and effort given by participants throughout the province.

Outcomes and Recommendations

Legal Protection

International Obligations

The participants call upon the Governments of Canada and B.C. to:

1. Review international legal obligations concerning the elimination of racism and hate, and abide by them, changing domestic legislation, where necessary.
2. Honour domestic commitments required by international obligations to the aboriginal people of Canada, to the Doukhobor community of British Columbia and to all other peoples in Canada.
3. Sign the UN Convention on Migrant Workers and their Families.

Human Rights

The participants call upon the Governments of Canada and B.C. to:

4. Amend human rights legislation to include International Human Rights Statutes and Obligations.
5. Amend human rights legislation to include mandatory employment and service equity in keeping with the International Covenant on the Elimination of All Forms of Racial Discrimination. Such amendments should include tools of measurement to properly achieve diversity.
6. Improve the human rights process. Under the International Covenant to Eliminate All Forms of Racism to which the government subscribes, victims of racism should have the following rights:
   - proper information about how to access rights
   - accessibility that takes a broad purposive approach
   - protection from retaliation
   - proper representation from a trained advocate
   - a fair and speedy process
   - an independent and fair hearing
   - access to an appropriate remedy
7. Implement the mechanisms to properly investigate and remedy systemic discrimination, and to develop the tools and skills required to deal with people from diverse backgrounds. Currently, people felt that there are mechanisms in place to address systemic discrimination, however, access to these mechanisms is too limited.
8. Amend human rights legislation to require employers and services to set in place anti-racist and human rights policies. Such policies would include definitions, complaint procedures and available remedies.
9. Amend the *Employment Standards Act* to protect all working British Columbians, and to mandate the Employment Standards Branch to provide education to ensure universal accessibility.

Hate Propaganda, Organizations and Activities

The participants call upon the Governments of Canada and B.C. to:

10. Amend relevant statutes to comply with Article 4 of the International Covenant on the Elimination of All Forms of Racial Discrimination (hate propaganda, organizations and activities).
11. Amend the Criminal Code to meet the requirements of Canada's international obligations with regard to hate propaganda, organizations and activities. This includes amending Section 319 of the Criminal Code to make it a crime to possess hate propaganda for the purpose of distribution. As well, it includes amending Sections 318 and 319 of the Criminal Code to include all those groups covered in Section 719 of the Criminal Code.
12. Ensure that the Canadian Radio and Television Commission accept jurisdiction for setting standards to prevent the distribution of hate on the Internet in Canada.

13. Show leadership at the WCAR by working with other countries to set international standards for preventing the spread of hate propaganda on the Internet.
14. Improve the administration of the Hate Crimes Team. This includes improving communication between the Team and local police forces and community organizations.
15. Ensure that authorities lay appropriate charges when incidents of hate occur.
16. Enhance penalties for convicted perpetrators of hate.
17. Ensure that all British Columbians are encouraged to report hate activities and/or symbols as soon as they are seen, that there is an appropriate agency where hate crimes can be reported, and that agency have a connection to the Hate Crimes Team.

Policies and Practices

Hate Propaganda, Organizations and Activities

The participants call upon the Governments of Canada and B.C. to:

1. Properly resource non-governmental agencies and organizations that have a mandate to research, combat and educate the public about the impact of hate propaganda and hate groups.
2. Work cooperatively with one another, and with international bodies, to develop a strategy for addressing hate on the Internet.

Education

The participants call upon the Government of British Columbia to:

3. Accept responsibility for human rights violations in the schools. Schools and school boards should have effective anti-racist human rights policies which guarantee students and staff a working and learning environment free from racism. These policies should have complaint procedures, remedies for discrimination, and should be readily accessible.
4. Require teachers to take anti-racist education and diversity training, both in the initial training and as an ongoing requirement of employment.
5. Ensure that all curriculum should be multicultural, anti-racist and inclusive. More classroom time should be devoted to anti-racism/human rights issues. Education should promote self-esteem with regard to our diverse heritage. Education should be equally accessible, and, if needed, multilingual.

Accreditation

The participants call upon the Governments of Canada and B.C. to:

6. Revisit the issue of accreditation of foreign trained professionals in all areas of work. All professions should reflect the diversity of British Columbia. The process for assessing credentials should be expedited, and include the principle of prior learning assessment.
7. Require those who establish credentials to be trained in diversity.

Newcomers to Canada

The participants call upon the Governments of Canada and B.C. to:

8. Provide more assistance to newcomers to Canada. One example would be an immediate orientation with regard to rights and obligations for new immigrants to British Columbia, as well as programs that link new immigrants to institutions. Also, the rules and procedures on immigration and deportation to Canada should be transparent and clearly communicated. Furthermore, more training is required in E.S.L (English as a second language), especially for people in smaller, isolated communities.

Provision of effective remedies, recourse, redress, and other measures.

Timeliness

1. Participants consistently agreed that there can be no effective remedy for victims of racism, racial discrimination, xenophobia and related intolerance without the provision of timeliness. Under normal circumstances, no more than six months should elapse between any complaint of racism, discrimination, hate propaganda or activity and the provision of an appropriate remedy.

Remedies for individual victims of racism

2. Participants agreed that individual victims of racism require immediate support, be that from the community or some form of counseling. As well, it was agreed that local access to a remedy, and advocacy in accessing a remedy is essential.
3. Individual remedies should contain an individual component to make the victim whole, as well as a systemic component to ensure that policies and education are in place to prevent a racist incident from reoccurring.
4. Participants were not entirely in agreement with regard to compensatory awards for individual victims of racism, but the majority (3/4) believed there should be such an award. All participants agreed that victims of individual racism should recover compensation for anything that has been lost: wages, benefits, etc. Included in this is the cost of counseling.
5. Participants agreed that a critical part of a remedy for a victim of individual racism is an apology and/or acknowledgment of the harm that has been done.

Remedies for victims of systemic racism

6. Participants agreed that a formal apology/acknowledgment was the most important remedy for victims of systemic discrimination. It was the opinion of Japanese-Canadian participants and aboriginal participants that healing cannot begin without this. Participants from the Doukhobor community stated that this is their most important remedy as well.
7. Participants agreed that remedies for systemic discrimination need to be much more proactive than they are at present. In all levels of employment and services there needs to be action plans, equity programs, policies, etc., all with the goal of stopping racism. These need proper enforcement mechanisms, monitoring and evaluation.
8. Participants agreed that resources should be put into 'race' relations departments in institutions and all levels of government. These departments could provide anti-racist education, administer equity policies, and enforce systemic remedies.
9. Participants discussed the issue of restorative justice and/or alternative dispute resolution. There was agreement that these models should be further assessed with regard to their ability to provide appropriate remedies for victims of systemic discrimination.

Remedies for victims of hate propaganda and hate crimes

10. There was further discussion of restorative justice with regards to remedies for hate propaganda and hate crimes. Participants who work in this area believe that restorative justice models can only work if all parties consent to participate, and the remedy is properly enforced and supervised.
11. Participants agreed that there should be systemic investigations of hate propaganda and hate crimes that do not require the involvement of the victim(s). They believed that it has to become a social stigma to promote hate.

Future role of the NGO in addressing racism

12. Participants agreed that NGOs play a critical role and parallel the government in their role in combating racism. They give the community a voice. They must listen to the community, be a conduit of information to the government, and hold the government accountable on its commitments.
13. Participants agreed that NGOs should be properly funded for the work they do.
14. Participants agreed that NGOs must form strong coalitions which include the whole community. These coalitions need to use many ways to network such as the Internet, telecommunications, etc.
15. Participants agreed that NGOs must work more closely with the media, including local media and non traditional media.

ABORIGINAL ISSUES CONSULTATION

Introduction

The ministry partnered with the Okanagan Indian Education Resources Society to organize the provincial consultation focused on aboriginal issues. The consultation was held at the En'owkin Centre in Penticton.

The En'owkin Centre was established in 1979 by seven Bands of the Okanagan Nation. It is an education and resource institute for the indigenous peoples of the Southern Interior. The En'owkin Centre's mandate is to preserve, perpetuate and promote Okanagan knowledge through education. All programs of the En'owkin Centre are designed to encompass principles grounded in service to the individual, the family, the community, and the environment, flowing out of the Okanagan spiritual conviction of the sacredness and inter-connection of all life.

The purpose of this session was to bring together a selected group of aboriginal activists, non-aboriginal representatives, and government observers to create dialogue on the state of race relations in British Columbia. This discussion contributed to British Columbia's understanding of systemic racism and assisted participants identify issues to assist policy makers develop more inclusive policies and practices. It also offered strategies on ways to minimize racial tensions throughout the province utilizing a traditional Okanagan consensus process – Enowkinwixw.

En'owkinwixw

Creating Consensus

En'owkinwixw *was used traditionally to address and resolve issues of serious concern to the community. It is not based upon conflict or debate, but rather a unifying and consensus building process and organizational model. The challenge is not to convince others of your position, but to contribute understanding to the collective, and consider and include the feelings and viewpoints of all others. The collective process allows the group to come to the best possible solutions for the whole community and the future generations. The decisions and strategies are shaped, balanced and strengthened by the understanding and commitment of all facets of the community: Youth, Elders, Mothers, Fathers, the Extended Family, and all the associated roles and positions.*

Participants

The En'owkin Centre hosted representatives of 36 aboriginal organizations, multicultural organizations, and governments at the En'owkin Cultural facility on March 30 and 31, 2001. The invited organizations and governments came from all regions of the province, and were representative of the wide range of interest groups necessary in any discussion on racism in British Columbia.

Representatives of aboriginal and multicultural organizations were selected for this consultation in order to gain insight and draw perspectives and consensus from frontline workers and governors in organizations providing services to those individuals most likely to experience racism and discrimination.

Consultation Process

Consultation and consensus-making can in itself be discriminatory simply by using a process that silences some or prevents issues to be articulated from within, or by externally designing the questions to skew the outcomes. For that reason, a process of consensus making to identify the issues common to all and to make recommendations from within the participants concerns and experience, was a priority in this consultation.

The process of consensus-making to identify issues and experiences common to organizations, utilized an aboriginal process of dialogue and consensus making called the En'owkinwixw Process. This process draws on collaborative thinking and relies on a diversity of approach and perspective. An important element in the En'owkinwixw Process is the acknowledgement that dissent is not only tolerated, but is honoured or respected since it is by listening to opposite points of view that we become informed as to future action.

The En'owkinwixw Process requires that participants take part equally in providing input into the dialogue. One further principle is to ensure that what is presented to the circle belongs to the circle as a contribution. Hence, participants should not have any major ego attachment to the words or actions. What matters is that the group is working towards some consensus opinion on points of view surrounding any particular action.

Participants were facilitated in talking circle plenaries to bring forward overarching common ground perspectives, and in smaller group discussions to identify and clarify issues. The En'owkinwixw Process attempts to organize participants into smaller groups in which they are somewhat like-minded in approach and concern toward issues, thus motivating and

empowering in-depth discussions and clarifications leading to consensus without debate.

The En'owkinwixw Process is predicated on the notion that in any group there are essentially four types of people who predominately hold the following positions:

- *Traditions Focus Group (Roots)* Those who are like-minded in their concern over social and cultural traditions
- *Relationships Focus Group (Berries)* Those who are like-minded in their concern over social unity and diversity
- *Innovations Focus Group (Bears)* Those who are like-minded in their concern over social change and transformation
- *Actions Focus Group (Salmon)* Those who are like-minded in their concern over procedure and implementation of social justice

Summary of Group Discussion and Recommendations

Traditions Focus Group: Identified Aboriginal Issues

Tradition group members are informed by past values. They are connected to the land, are spiritual, and have traditional knowledge – history, ceremonies, and customs. The group put forward a number of aboriginal issues that identified:

- racialization toward aboriginals as a group in the in-trust relationship as discriminatory in policy, including the *Indian Act* and its implications
- Canada's official language policy not including First Nations' languages as discriminatory.
- Canadian colonial policy of land acquisitions as discriminatory and race-based
- aboriginal customs and religion, under the onslaught of Canada's assimilation policy, as racist and discriminatory
- Cultural modification through education and economics policy control is discriminatory.

Recommendations: Aboriginal Peoples and Racism

1. Support the right of aboriginal peoples to be immersed in own cultures in educational systems
2. Elimination of discrimination through the use of the *Indian Act*
3. Identification as peoples, with language, land, and governance systems as a fundamental right rather that "managed rights" which are allowed to "exist."

Relationships Focus Group: Identified Systemic Racism and Discrimination to Organizations

Relationships group members are nurturers who look for the effect on family and community. They have people connections, and are interested in social relations and the well being of relatives. The group put forward a number of systemic racism/organization discrimination issues that identified:

- globalization as a process causing discrimination and racialization by displacements of people and creating economic/social discriminations.
- government discriminations in relation to organizations serving minorities on short-term inadequate funding rather than on-going full services.
- perpetuation of racialized legal systems like *Indian Act* and Land Policy and Immigrant Policy as racist regimes
- the education system as a form of structural racism in curriculum and methodology in relation to multicultural education
- ethnocentricity/Euro(isms) as a form of systemically institutionalized discrimination
- government as a tool of infringement and discrimination in its policies with regard to social services and homelessness, labour movement, child welfare, women and status, confinement and legal services, family and childcare

Recommendations: Legislation and Justice

1. Canada needs to be brought up to accountability to UN Commission on Racism with regard to systemic forms of racism and discrimination. A full and detailed report must be prepared and submitted.
2. Institute social change agents, who build collaborative relationships and which support stakeholders whose voices are silenced. Particular emphasis should be given to women and children.
3. Government should provide the tools and funds to facilitate a process of support and accountability to community actions embracing diversity. Government should not seek to control the process.
4. Governments should provide funding for prevention work. The focus of which should be discrimination and anti-racism to families and communities.

Innovations Focus Group: Identified Discrimination and Issues Related to Youth

Innovations group members are visionaries who look to the new or to the innovative. They are the thinkers and dreamers; they have imagination, creativity, and the future in mind. The group put forward a number of youth and discrimination issues that identified:

- education systems as a form of systematic, academic and economic racism
- a lack of political will to accommodate cultural rights as structural discrimination and racism
- levels of legal aid and violence toward women and children as forms of legalized discrimination
- Human Rights and Youth as an equation of change from needs-based to rights-based
- trans-gender rights as being inseparable from rights to freedom from discriminations based on sex and gender

- the Justice system and quality of services to children of aboriginal peoples, minorities and immigrants in contravention to UN Convention on the Rights of the Child in the areas of protection, welfare, and participation

Recommendations: Innovations and Youth

1. A national public education strategy on anti-racism and anti-discrimination be developed and implemented.
2. Provide networking opportunities for youth against racism in schools across Canada.
3. There should be mandatory teacher training in diversity and anti-racism.
4. Fact sheets, kits, and workshops should be developed to facilitate multicultural interaction.

Actions Focus Group: Identified Policy Areas of Visible Injustices

Actions group members actively seek solutions. They are self-disciplined, determined, they plan, and they get things done. The group put forward a number of issues related to policy areas and visible injustices that identified:

- economic areas, such as unequal access to jobs, to lands, and to resources by visible minorities as a form of racialized discrimination
- social areas, such as barriers to full participation, stereotyping and policies perpetuated by social institutions and agencies as proliferating discrimination
- cultural areas, such as service of culture and effects of mainstreaming of media, literature, the arts and education as a form of race-based bias
- educational areas, such as multicultural curriculum and unequal access to funding, lack of mandatory teacher training in cultural sensitivity and non-acceptance of foreign credentials as forms of discrimination
- legal areas, such as governments and lack of political will despite legal wins by aboriginal peoples–legal rights are complainant driven, thus to obtain a remedy or protection, the burden of proof and onus falls on victims of discrimination and racism

Recommendations: Achievable Actions

1. Support an agency to strengthen race relations and collaborations. This support must include adequate funding to assist aboriginal organizations to collaborate with multicultural organizations.
2. Allocate more funds and resources provincially and federally toward the administrative capacity of non-governmental organizations in the creation and furthering of community dialogue as prevention.
3. Governments must increase support of women's groups undertaking ant-racism activities.
4. The social justice committee of British Columbia Teachers Federation and the Ministry of Education must commit to the necessity for First Nations and multicultural education.

PROVINCIAL CONSULTATION FRIDAY, MARCH 16, 2001

PROCEEDINGS

Inder Mehat, A/Director of Multiculturalism BC welcomed participants to the provincial consultation.

He explained that the ministry had begun these consultations in order to gather information for British Columbia's input into the federal position for the World Conference; and to assist the Ministry to develop a strategy and an action plan to eliminate racism in British Columbia.

Mehat explained the purpose of the day was to hear from the non-governmental organization representatives from the five regional consultations and the provincial consultation on aboriginal issues, to discuss the outcomes and recommendations, and to assist the ministry design and deliver future anti-racism programs.

Mehat spoke of the importance of citizen participation. These consultations were a success because of the willingness of non-governmental organizations and government to work together to develop strategies to combat racism.

Regional Consultation Process

Facilitated by Susan O'Donnell, (BCHRC) and Alan Dutton, (CAERS)

O'Donnell acknowledged the hard work of people throughout British Columbia in contributing to the success of the consultations, and that communities were now better connected, and stronger ties had been forged to fight racism. She said that the outcomes as recorded are truly reflective of civil society in British Columbia, and that we will take these outcomes and recommendations to the World Conference.

O'Donnell identified many similarities in experiences and observations noted in the various regions:

- whether personal or institutional racism
- legacy of colonialism, cutbacks, competition
- importance in understanding global issues
- education, media, and law enforcement all played an important role
- all discussed the role of NGOs and the relationship of NGOs to government

Dutton introduced the regional panelists who spoke to significant issues identified during their consultation.

Bonnie Stevens, Prince George

Consultations were held in Prince George at a time when land claims issues and the detention of Chinese refugees held a significant regional profile. Stevens' comments included:

- Worked hard to promote equality, and noted it is difficult to address racism
- In smaller communities, it is harder to be an activist
- Consultations are helpful for making connections and building partnerships
- Portrayal in the media, and how the media represents and promotes racism
- It is difficult to access the human rights process
- Interpreters for non-English speakers are needed
- Can't address and eliminate racism in one year
- Government needs to be more realistic, provide more funding with more flexible criteria

Wesley Evaraars, Surrey

Evaraars noted the demographics have changed dramatically over the last 10 years.

- Government and ministry mandates are too Euro-centric, and are not reflective of "users"
- Lack of information around the social programs that are available, language issue
- Need for more funding to help newcomers settle and integrate
- Government needs to take the initiative in addressing these issues, and needs to include community groups
- Need to eliminate bias through education
- Institutionalized racism in policies, not equitable access (i.e. live in caregiver program and foreign credentials)
- School Boards need to be more adaptable, more responsive to minority needs

John Verigan, Castlegar

Verigan commented that the United Nations Association and the community of Castlegar enjoyed hosting the regional consultation. It was an opportunity for reaching out, for education, and for examining legislation.

- Doukhobors had experienced prejudice and discrimination, he would like to think people have moved beyond that, but know that they have not
- In the Kootenays there is a wealth of cultures and traditions, and one of the realities of the consultations is that they were not able to engage many of these groups
- For many of these cultural groups, there is a fear of attending these kinds of consultations
- Activists and other groups are working hard to address the issues of racism and discrimination in their community, but

there is little support and little *or no sustainability,*

- Often it is an economic issue, governments need to support these organizations "to not just talk the talk, but walk the walk"
- Elect people to lead, expect people to lead, thus politicians must take and maintain tough stands

Marlena Dolan, Penticton

Dolan noted she was not speaking on behalf of the En'Owkin Centre, an indigenous post-secondary institution, but was asked to speak to their work in race relations and building healthy community.

- The two-day consultation is planned for March 30/01. It is an opportunity for representatives of aboriginal and non-aboriginal organizations and government to dialogue on the state of race relations in British Columbia. Participants will strategize and minimize racial tensions throughout the Province utilizing a traditional Okanagan consensus process – Enowkinwixw.
- The basic concept of Enowkinwixw is that in any group there are essentially four characteristics by which individuals interact within a group dynamic: as traditionalists, as nurturers, as action people, and as visionaries. Groups are divided accordingly, and rules for dialogue are set in order to ensure each participant has a level of comfort and confidence. Differences are honoured and respected, allowing for each circle to best contribute to a diversity of opinion without debate.

Denise Taylor, Kamloops

Several issues were identified at the Kamloops consultation.

- NGOs need more support, training, and multi-year funding
- Media has the ability to influence society's views
- There are timeline issues when accessing human rights processes
- Lots of discussion on children and the education system – both the formal system (i.e.: curriculum without biases built in) and informal (i.e.: playgrounds)
- Great deal of talk about aboriginal issues – *Indian Act*, government needs to respect aboriginal rights, undertake to resolve land claims issues, and educate the public about our history and issues
- Urge government to change the accreditation process, there is a great deal of frustration among newcomers not being able to use their skills, and a great loss for the region
- In the documents that we send forward to the World Conference and produce for British Columbians, it is important to stay human, to not use words that divide, intimidate or exclude, particularly for organizations taking them back to their communities. Include stories, it is our ability to tell our stories to one another that allows us to move forward.

Sonia Manak, Nanaimo

Manak noted the commonality between the regions, and that people have the same concerns

- Discussed items included: accreditation; human rights complaint process is time consuming, takes too long, and is too intrusive; there needs to be a more effective way of monitoring the media; the education system has several issues: system needs to be reflective of all people, kids need to understand why racism is wrong, teachers need the skills and abilities to talk about racism, teacher training programs
- Individuals can make a huge difference
- Need to increase role models for visible minorities, encourage people of colour to take positions of power
- Involve those who are affected by racism so it does not become just an academic issue

Workshops

The workshops focused on several of the themes that emerged during the regional consultations. There were two components to each workshop: a panel presentation and a facilitated discussion. The purpose of the panel presentation was to provide strategies for dealing with the issues and recommendations. This was followed by a discussion component intended to allow workshop participants to examine the strategies and to develop next steps for addressing the issues and recommendations.

Workshop #1 – EDUCATION

During the regional consultations, several common issues in the education section were identified and warrant further attention. These included: the need for an anti-racism public education campaign; lack of mandatory anti-racism training for teachers; lack of diversity in the teacher ranks; the Euro-centric curriculum; and the need for anti-racism policies within the education system.

Resource Panelists

Dan Blake, BCTF

Dan Blake, Assistant Director, Professional Development Division, British Columbia Teachers' Federation, spoke to the areas of curriculum development, policy development and teacher training. The significant changes to the curriculum include the introduction of the Integrated Resources Packages (IRP) by the Ministry of Education. The English Language Arts curriculum contains Prescribed Learning Outcomes that address how students relate to each other respectfully. There is also the component of Cross Curricular Interests that include Aboriginal Studies and Multiculturalism and Anti-Racism.

In current teacher training programs there is no requirement for pre-service teachers to take training in how to teach about social justice issues. The British Columbia Teachers' Federation has recommended to the College of Teachers that such training be required.

Janis Jones, Vancouver School Board

Janis Jones, Manager of Multiculturalism and Anti-Racism, Vancouver School Board, provided an overview of where racism is provided within educational settings. She spoke to the challenges and impacts of racial barriers including learning deprivation, high dropout rates, low self-concepts, low expectations, inter-group tensions, and suspensions.

Vancouver School Board's achievements in anti-racism include the development of a five-year strategic plan. This plan addresses anti-racism policy and priorities, employment equity policy, advisory committees, aboriginal education, resources and professional development, teacher education and training, and provincial networking.

Jones spoke to the need for a strategic anti-racism commitment that would bring anti-racism into the *Education Act*, provincial and local policies, the teaching profession and classrooms. In preparation for the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related intolerance, she recommended the development of an accountable; results oriented ten-year plan of action to eradicate racism in B.C. schools, colleges, and institutes.

Susan Spalding, Ministry of Education

Susan Spalding, Coordinator, Aboriginal Education Branch, Ministry of Education, spoke to the Partners Table that has signed an agreement to work together to improve school success for Aboriginal learners in B.C.

Spalding emphasized three goals of the Aboriginal Education Branch:

- Employment Equity – To increase the number of aboriginal educators employed in B.C.'s school system.
- Teacher Recruitment – To develop a strategy to increase the number of aboriginal teachers.
- Racism – To develop a strategy to address the systemic racist barriers and attitudes that prevent aboriginal people from fully participating in the education system and, ultimately, in the economy and society of this country.

The priorities and initiatives of the Branch include accreditation, planning and delivery of services; data analysis and research related to monitoring the performance of Aboriginal students; improving language instruction and integrating Aboriginal content in all Instructional Resource Packages; and improving agreements and increasing partnerships between the Aboriginal and education communities.

Summary of Workshop Discussion

Participants discussed the importance of teacher training for addressing racism in the school system; in particular, they expressed the need to provide this training for non-urban teachers. Participants also felt this training needed to be provided to all school personnel, including counsellors and early childhood educators. Representation in the teaching ranks was also discussed as being crucial for ensuring students are provided with role models. They also felt this representation would help facilitate discussion about culture and develop an appreciation among all students for people of different background.

The importance of having policies and practices that were relevant, visible, and accessible was noted. Participants felt that too often students were unaware their school district had anti-racism policies and measures available. Other aspects of a healthy school environment were empowering students to act, recognizing the benefits of peer support, and providing peer-training programs to support students in these efforts. Involving parents and connecting with the community were also seen as effective means for addressing racism in the school system.

Participants discussed ways that stakeholders could support, through collaboration, the school system in their efforts to address racism. Identified stakeholders included youth, teachers, parents, administrators, school support staff, parent advisory committees, and community organizations. They also spoke of the importance of "keeping the work human" by not losing sight of the fact that it is real people who are impacted by racism.

During the workshop discussion, participants reiterated the importance of providing settlement and integration services to newcomers, including the need for a fair accreditation process.

Recommendations

1. Ministry of Education, Ministry of Advanced Education, school districts, and other education stakeholders develop a ten year comprehensive plan of action to eliminate racism in the school system. There needs to be long term funding tied to this plan of action.
2. Anti-racism and employment equity policies and practices should become part of the accreditation process and a part of the criteria for determining the amount of financial resources school districts receive. There must be performance measurements in place to ensure accountability.
3. Anti-racism training should be mandatory for early childhood educators and school counsellors. This will facilitate the teaching of multicultural awareness at an early age and will help students feel more comfortable approaching school counsellors for support in dealing with their experiences with racism.

Workshop #2 — LAW ENFORCEMENT

During the series of regional consultations held in the fall of 2000, there was a good deal of discussion on hate crime legislation and police responses to acts of racism. Also, there were several recommendations related to services for victims of criminal acts of racism. The March 16th workshop on Law Enforcement featured three panelists and participants further discussing these issues and more.

Resource Panelists

Fiona Weller, BC Hate Crime Team

The BC Hate Crime Team was established in 1996 and is committed to defining hate crimes, enforcing hate crime legislation and tracking incidents of hate crime across the province. There are three sections of the Criminal Code that focus on hate crimes:

- S. 318 – advocating genocide against an identifiable group based on colour, race, religion and ethnic origin.
- S. 319 – publicly inciting hate against an identifiable group based on colour, race, religion and ethnic origin.
- S. 718.2 – sentencing provision: enhanced penalties for offences motivated by bias, prejudice or hate based on race, national or ethnic origin and other identifiable characteristics.

Municipal police forces must take discrimination courses during their initial training at the Justice Institute. This is not required of RCMP forces. The Hate Crime Team travels throughout the province and delivers training on hate crimes to local police forces and communities. Since 1997, training has been delivered to 2,000 police officer and correctional service staff. The Team has a toll-free information line: 1-800-563-0808 and a Web site at www.ag.gov.bc.ca/end_hate_crime.

Simmie Smith, Surrey RCMP, Police Diversity Network

The Police Diversity Network consists of representatives from the RCMP, Vancouver PD, New Westminster PD, Delta PD and the Victoria PD. It is a committee of the B.C. Chiefs of Police Association. The Network is tasked with increasing awareness of diversity issues within police departments, implementing diversity strategies within departments and promoting better relations between the police and diverse communities.

The Network has held two forums on diversity. In 1999, the forum was for police only and featured a panel of officers from diverse backgrounds. In 2000, the forum featured sessions for both police and the community. Police participation declined from the previous year indicating the need to provide opportunities for police to dialogue confidentially.

One issue facing departments is that human rights and anti-racism training are not mandatory, officers must pay for courses on their own. Also, not all officers are able to differentiate between anti-racism and cross-cultural awareness training. It is not always valued as a competency that officers should have.

Increasingly, police departments are conducting more outreach to diverse communities both in recruitment and in consultations. They are employing new strategies for enhancing accessibility.

Linda Light, Victim Services Division, Ministry of Attorney General

Victim Services Division funds services in local communities that provide counselling, crisis response and emotional support for victims of crime. There are three types of services: police based; community based; and, Crown victim services. The Division provides funding to six programs to provide services specifically for diverse clients, and to seven programs to provide services for aboriginal communities.

There is awareness that there are barriers to accessing the system and work is taking place towards removing some of these barriers. Alternative dispute resolution systems involving the victim, offender and community offer one alternative, however, it must be approached with great caution and care. There is the potential for power dynamics between the parties to result in intimidation and greater harm.

Youth consultations were held by the ministry, during which racism was raised as an issue.

Summary of Workshop Discussion

The afternoon discussion was facilitated by Kuan Foo, Diversity Coordinator, Law Society of British Columbia. Participants agreed that all the recommendations from the regional consultations were important and that it was difficult to assign priority to any particular one. They did discuss the importance of making the human rights process more timely and legislation to address hate on the Internet. Enhanced penalties for perpetrators of hate crimes and human right violations were also called for.

Alternative dispute resolution was raised several times as offering a viable alternative to incarceration, particularly for youth. As during the regional consultations, concern was expressed that ADR can pose significant dangers if not handled with great care. There is the possibility of power imbalances between victims and perpetrators. Also, ADR is not always an appropriate response for dealing with crimes and acts of hate and racism.

Participants pointed out that the burden on victims of racism could be mitigated by ensuring the onus of proof was with the investigation rather than the victim. Also discussed was the need to require training in cross-cultural understanding, human rights and anti-racism training for representatives from throughout the legal system.

Strategies identified by participants for addressing the recommendations included ensuring that everyone within an organization understood there was zero tolerance for racism. Organizations and communities should also seek holistic approaches to addressing racism in order to get to the roots of the issue. Furthermore, participants raised the importance of parents and communities assuming greater responsibility for dealing responsibly with racism and those who commit racist acts.

Recommendations

1. Use the media to enhance awareness of hate crimes. The media can also be used to profile and expose offenders who commit acts of hate and racism.
2. Explore culturally appropriate alternatives to incarceration and suspension, particularly for youth. Alternatives include first voice and circle sentencing. Ensure that any alternative model is implemented with care and caution.
3. Make anti-racism and cross-cultural awareness training mandatory for all police officers. Ensure that training is ongoing and not just during initial training.
4. Make anti-racism and cross-cultural awareness training a core competency for evaluating performance throughout the law enforcement and legal system (i.e., police officers, lawyers, judges, court workers, etc.). For instance, lawyers should receive training to ensure they can identify issues of race and racism in cases they are dealing with.
5. Identify issues of racism in all work addressing bullying. Ensure that the particular harms and causes of racism are not ignored by only addressing bullying generically.

Workshop #3 — MEDIA

Issues of media reporting, particularly with respect to ongoing treaty negotiations and the arrival of the Chinese boat migrants during the summer of 1999, were a topic of considerable discussion during the regional consultations. The March 16th workshop on media featured three panelists speaking to representation within the media, how to interact with the media and alternatives to the mainstream media outlets.

Resource Panelists

Charlie Cho, Editor, Rice Paper Magazine

Rice Paper is a magazine for and about East and South East Asian Canadian artists and their audiences. Contributors include Asian Canadians from a variety of backgrounds. The magazine provides a shared context for literary and arts expression and exploration by Asian Canadians not often highlighted in mainstream media.

Cho has worked with a local radio station in current affairs and has been promoting with the principles of allowing individuals to tell own stories, rather than have media continually "explain ethnic communities" to a wider audience. Diversity is the key to avoid presenting people as spokespeople for their "community."

People should learn how media works. News journalists and reporters usually have tight time lines, so you can play a role in getting your story out. Be creative and innovative, provide a hook, and make use of "op ed" avenues to express your issues.

Kevin Millsip, Co-Director, Check Your Head/Youth Global Education Network

Check Your Head is a youth driven initiative which delivers workshops with high school and post-secondary students concerning international trade, globalization, and media issues. Students are encouraged to view themselves as citizens, with rights and responsibilities, rather than as mere consumers. With media, they are encourage to develop critical thinking skills and ask significant questions concerning media ownership, their interests, and their perspectives on news issues.

While mainstream media is something that communities have to deal with, communities can also make their own media, tell their own stories to each other. Other suggestions include celebrating your accomplishments. Media will always interview anyone on stilts — so make sure that person can communicate your message, make use of community newspapers. Berate reporters if they don't cover your stories accurately, and let them know when they do well.

Manpreet Grewal, Abbotsford Community Services

In addition to her community services work, Grewal has also hosted a cable public affairs program and contributes an opinion column to a major newspaper and occasional radio commentary as well.

It would be useful to understand the business framework of media. They are businesses which use a "readers' lens," to focus on what their readership have an interest in. There can be turnovers among editors and managers, so communities will have to note new players and work with them.

When media does something right or wrong, let them know. It is important for media to hear from their publics. There are differences between private and public media. Media needs to recognize that not everyone is an expert and that more diversity is required to provide good coverage.

Summary of Workshop Discussion

The afternoon session was co-facilitated by Ken McAteer, Scouts Canada and Hayne Wai, Multiculturalism BC. There was recognition of the power of media, and its influence in presenting and misrepresenting communities. There is the potential for it to divide the public through its language, imagery, and monopoly. Participants recognized this power and were fearful of it. Participants felt that media, is above all, a corporate business which has its own agenda of maximizing consumerism and advertising.

Participants in the workshop session agreed there needs to be coalitions to support accurate representation and to train spokespeople who can provide factual information on community issues. Organizations need to find people who are trained, responsible, and pro-active to access media and their representatives. Participants felt that coalitions can provide pro-active access to community by media, so that a more accurate portrayal is presented. Another tool is

to hold workshops with media and journalists to develop working relationships. For example, the Inter-Cultural Association of Greater Victoria has developed a good working relationship with select media during the last three years.

Recommendations

1. Provide training to develop media skills and media literacy within community organizations. This training could involve the participation of working journalists as resource people.
2. Hold journalists and media responsible for reporting. Ensure that inaccurate reporting or reporting that inflames racial tensions is addressed immediately and corrected. Do not procrastinate.
3. Provide positive feedback to media when they are reporting accurately.
4. Develop a united community front to promote issues, with a core message and key spokespeople to address issues.
5. Develop a working relationship with media and journalists, in particular with those who understand your issues

Workshop #4 — COMMUNITY CAPACITY BUILDING

Participants at the regional consultations noted that anti-racism work involves the whole community and that there needs to be much more attention to and support for community capacity building. Issues raised included: adequate and sustainable funding; the need to network, collaborate, and share resources; and the role of NGOs in combating racism.

Resource Panelists

Patsy George, retired social worker and experienced community development worker

A community consists of people who share common values, culture, and identity, which allow them to work together. Members of the community depend on each other as they work together to solve problems.

There are several values and goals inherent in community work.

- Values include: the people in a community constitute its greatest resource; people are capable of defining their own needs/problems and con help in meeting their own needs/problems; each individual is important, but the individuality is treasured within the context of a community; the duty of a democratic society is to care for the welfare and development of individual citizens and to eliminate human exploitation and oppression; and, equality, citizenship participation, social justice, and choice.
- Goals include: to maximize opportunities for choice for members of the community; to redistribute power; to secure needed services; to increase opportunities for the active participation of people in all aspects of the social, economic and political life; to bring about greater social equality and social justice; to develop programs and policies that help people to lead more satisfying lives; to create a sense of community; to maximize utilization of resources; to maximize opportunities for self-help and self reliance; and to coordinate and improve the delivery of services.

Community development is a process of helping or facilitating a community to identify their issues, analyze the problems, develop strategies and actions to address the issues, and evaluate the results. There are several guiding principles: empowerment of community; free exchange of information; shared problem solving and decision making; broad stakeholder involvement; flexibility and adaptability; clear identification of issues; and the process is accountable to the community.

There are several models available to individuals engaged in community development, including

- Locality development: emphasizes self-help and concerted local action by the community. Overall goal is to enhance the relationship between the community power structure and its citizens.
- Social action: emphasizes grass-roots strategies, but views the community as a hierarchy of privilege and power. The goal is to redress the balance of power between the dominant and minority groups.
- Social planning: emphasizes broad goals related to the overall community and seeks to address substantive social problems. Problem solving is directed at the reallocation of resources.
- Community mobilization: short term organizing of people together to get things done. The long term benefit is that people find dignity and self respect, and they begin to use the skills and abilities they possess, to work with other people, to speak up, to influence, etc.

Susan Papadionissiou, United Way of the Lower Mainland

The United Way has a history of supporting community capacity building. They do this by providing resources, training, and support to help position NGOs to be better able to respond to the community.

Funders need to provide leadership and need to go out and engage the people of the community in the initiative. It is important to recognize that there are several realities facing funders, including a shortage of resources, the need to increase resources and funding to NGOs engaged in fighting racism, and the need for an inventory of best practices and other resources to share among NGOs.

Building community capacity is much more than providing adequate resources and removing administrative "red tape." Building community capacity around social justice issues needs to take into account the historical dynamics of social equity issues that are at the root of the lack of

capacity. From a funders perspective, community capacity building is a process that assumes that funders and community are two pieces of the same puzzle – both are required to complete the puzzle.

Funding bodies can strengthen the capacity of NGOs involved in the anti-racism movement to respond more effectively to issues. Funding dollars are shrinking and funders are requiring greater accountability, however increased focus on results do not bode well for community capacity building, especially related to education and promotion of causes. At the operational level, funders could partner and collaborate, could consult each other when making funding decisions, and could jointly undertake funding initiatives that recognize and respond to funding trends.

There are several strategies that NGOs can adopt in their efforts to build organizational and community capacity and influence funders to respond. These include:

- Creating a common community vision, make the vision tangible and share it with funders
- Collaborating and finding other ways to extend your reach and influence by working together and by building coalitions that span sectors
- Creating successful outcomes on issues, successful community capacity building requires the delivery of tangible results
- Gathering the necessary information to inform and create action
- Building on your strengths, including convictions and passions for the issue

Colin Mercer, Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA)

Mercer, as a facilitator in the coalition building process, not an activist, makes this distinction for two basic reasons. First, he respects those who are strong activists and would not presume to add "expertise" in this area. Second, Mercer believes building strong coalitions is a process. From his perspective it is extremely advantageous to have people on board who have a clear understanding as to the processes you must go through to build a strong coalition. Mercer has seen individuals who are strongly motivated by a particular cause, and they are well informed so that they can present very convincing arguments, however they come across as extremely offensive to individuals or organizations that are potential allies. Consequently, a particular movement never gets beyond first base.

In reading through the report from the community consultations several recommendations addressed the need to build stronger, more effective coalitions. Suggestions included cooperating more, sharing or pooling resources, establishing stronger networks, including a broad range of community coalitions, and working more closely with the media and the non-traditional media to get the message out. Although these are important strategies, implications in network building or expanding a coalition also need to be considered.

Mercer shared five lessons he has learned through the coalition building process.

- Define your objective.
- Know who you represent.
- Respect your limitations.
- Trust your coalition members.
- Study your opposition.

Summary of Workshop Discussion

Community capacity building cannot be discussed without talking about anti-racism. Anti-racism work and the social justice values it encompasses need to become every citizen's responsibility.

NGOs have an incredible capacity to deliver, but they require adequate and sustainable funding. It is difficult to secure funding for on-going programs; funders often only want to fund new and innovative initiatives. NGOs find they need to dream up a new project to continue their work, including their community development activities. New NGOs are disadvantaged, as they do not have history, longevity, or a reputation that a funding body can consider when assessing applications and allocating funds.

Concern was raised about government and others funders focus on accountability. All funding bodies need to ensure accountability and support NGOs to be accountable. NGOs should not question whether they should be accountable, but rather they should question how to be accountable. The expertise and time commitment can be challenging for NGOs. Governments and other funders should facilitate the process better; for example, support should be provided to larger organizations to mentor smaller organizations.

Funders are requiring greater accountability and there is a push towards performance outcome measurements. We need to be careful that we are increasing accountability, not measurement mechanisms. Inputs/outputs concepts stem from the private sector. This sector is accustomed to crunching numbers/looking at the bottom line. However, outcome measurements will not capture important social goals, for example inclusiveness. The issue is how to report outcomes, not how to get results.

Recommendations

1. Efforts must be made to put anti-racism, equity, and other social justice issues on the public agenda. The kind of work we do and the values we promote must become everybody's business.
2. Whatever work that is being undertaken or legislation that is being enacted must have been developed within an anti-racism/diversity lens framework.
3. Governments must acknowledge and demonstrate their commitment to community capacity building. Social justice issues must be addressed in consultation with the community, and in the context of community capacity building.

4. Governments will demonstrate this commitment by funding NGOs to the levels that they require to effectively complete their work. Government should contribute a portion of their operating dollars to ensuring its policies and practices adhere to the anti-racism lens.
5. Government must continue to be aware that it is increasing accountability, not measurements. Performance measurements are a means of reporting and must not become an end in itself.
6. Government should develop resources and produce research that demonstrates the effects of racism on individuals, communities, and institutions. And, we need to put a positive slant on the terminology we use; for example, we need to move from tolerance to acceptance.

Workshop #5 — INTERNATIONAL AND DOMESTIC LEGISLATION AND HUMAN RIGHTS

The concept of "thinking globally/ acting locally" was discussed at several of the regional consultations. Participants identified globalization and global migration as a contributing cause of racism in British Columbia. They also identified the need to link Canada's obligations as a signatory to international instruments with our domestic human rights legislation.

Resource Panelists

Susan Christie, Ministry of Attorney General

There are many international agreements with touch on human rights. Christie focused on the United Nations and its legal framework. There are six Conventions, which flow from the United Nations Declaration of Rights, and Freedoms and which require countries to report on their progress. All Canadian provinces must report on these agreements and must attempt to be in compliance.

- UN Convention to Eliminate All Forms of Racial Discrimination (1970).
- UN Convention on Civil and Political Rights (1976).
- UN Convention on Economic Social Rights (1976).
- UN Convention to Eliminate Discrimination Against Women (1978).
- UN Convention to Eliminate Torture (1987).
- UN Convention on the Rights of the Child (1991).

These UN Conventions are not legally binding in Canada. They have no enforcement mechanisms; rather we rely on moral persuasion and our government's intent to implement. These conventions can only become legally binding if the government enshrines the Conventions in domestic legislation. There is a complaint mechanism under the UN Civil & Political Rights Convention. However, all domestic legal remedies much have been exhausted before the committee will hear the complaint.

With regards to the UN Convention to Eliminate All Forms of Racial Discrimination, Canada is required to submit a report every two years. The 13th report (1995 & 1996) was just submitted. A government delegation defends Canada's efforts to comply with the Convention. A non-governmental organization may submit a parallel report. The UN Committee is open to hearing both these views.

Theresa Boulard, BC Human Rights Commission

The BC Human Rights Commission has the mandate to implement the BC Human Rights Code. This Code prohibits discrimination in publications, public services, purchase of property, tenancy, and employment. To effectively carry out its' mandate, the Commission is structured into the following program areas:

- Investigation and mediation
- Education and communication
- Public interest
- Corporate services

The BC Human Rights Code prohibits discrimination based on one or more of the following grounds: race, colour, ancestry or place of origin; political belief; religion; sex; sexual orientation; physical or mental disability; marital or family status; criminal conviction unrelated to the employment in question; lawful source of income when applying for rental housing; and age (if the age is between 19 and 65). While the general rule is against all forms of discrimination, the Code provides for exceptions for special and employment equity programs targeted at ameliorating the situation of historically disadvantaged groups; and charitable, religious, fraternal, and educational organizations that are operated not for profit, and whose goals are to better the situation of a groups identifiable by one of the above mentioned grounds to show preference to members of their group. The Code also prohibits retaliation against a person who files a complaint or who participates in a complaint filed under the Code.

There are several tools that the BC Human Rights Code provides to address discrimination. These include: the complaint mechanism; education, research and public hearings, the ability to initiate complaints or to participate in existing complaints, the BC Human Rights Advisory Council, and the BC Human Rights Tribunal.

Renata Aebi, The Alliance Against Child Commercial Sexual Exploitation

Aebi's presentation featured discussion about the trafficking of children (18 and under) as part of the international sex trade. Many people became familiar with this issue in 1999, with the arrival of the boats from China. Children and adults are also trafficked into B.C. through the airport, and over land from the United States or Central America. Children residing in BC are trafficked between communities, provinces, and into the United States.

When found, an unaccompanied child trafficked into B.C. who is under the age of 18 is placed into the care of the Ministry of Children and Family Development. The ministry provides legal council for these children to deal with their refugee status application. However, despite the recognition by the province of its obligation to protect children, there appears to be no special provision within the federal *Immigration Act* to exempt children from having to apply for refugee status. Immigration policy does not deal effectively with children, nor does it deal effectively with gender issues, often failing to recognize that women and young females are at greater risk for harm upon return to their home country.

Some children have been interned in other countries or returned to their home country only to be trafficked again. The media representation of trafficked children and adults has been problematic and racist. For example, the news report about the "capture" of the five teenage girls who were trying to make their way across the Canadian border into the United States. The report did not state that these girls were children under 18, did not make reference to Canada's obligation under the Convention on the Rights of the Child to protect these children, and did not report on their situation or make mention of the fact that these young people have no parents with them. Instead, the report emphasized that these girls were liars, even portending to cry to solicit sympathy.

A research study to examine child trafficking into and out of B.C. and Canada is needed to better understand the extent of the problem as well as the impact of government policies on children. Remedies must be based on Canada's obligation to enforce the Convention on the Rights of the Child and other international treaties.

Summary of Workshop Discussion

International conventions have to be recognized and entrenched in domestic legislation. All federal and provincial legislation should be examined in light of the international instruments to which Canada is a signatory. Canada should exercise its international leadership, including bringing attention to violators of international agreements and being better prepared as an international peacemaker. Support to the United Nations in their interventions to violations of international instruments must be provided.

Canada needs to be accountable for its actions, and better evaluation methods must be utilized. This would include filing the required reports in a timely manner; recognizing the necessity of addressing domestic human rights and discrimination issues, consultation with NGOs prior to submitting these reports to the United Nations and accountability to NGOs when implementing domestic action plans and reporting back mechanisms.

There is need for an interactive and holistic approach to human rights. Access to human rights mechanisms, including complaint processes, enforcement, and remedies must be equitable throughout the province. The right to be protected from retaliation is imperative, especially for individuals living in smaller communities.

Recommendations

1. All provincial legislation should be examined to ensure compliance to international and domestic human rights instruments.
2. The BC Human Rights Code should be amended to include an interactive approach and the intersectionality of grounds of discrimination.
3. The Governments should re-examine its Live-in Caregiver Program. It is seen as having a negative impact primarily on women in developing countries.
4. Human rights and environmental rights should be incorporated into international economic and other trade agreements.
5. Arguments should be provided to the federal government so that they implement Article 4 of the UN Convention to Eliminate all Forms of Racial Discrimination.

HOW TO BECOME INVOLVED IN THE WORLD CONFERENCE

Presentation by Mr Alain Jean-Bart, Canadian Secretariat, WCAR

The World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (WCAR) is the latest in a series of UN World Conferences. It will lay the foundations for renewed global commitment to, and strategies for, combating this threat to human security. The conference will take place in Durban, South Africa from August 31, 2001 to September 7, 2001.

The objectives of the World Conference are to: to review all the factors leading to racism and racial discrimination; to review the progress in the fight against racism; to increase awareness of the problems; and to recommend measures to combat racism.

Five themes have been identified:

1. Sources, causes, forms and contemporary manifestations of racism, racial discrimination, xenophobia and related intolerance.
2. Victims of racism, racial discrimination, xenophobia and related intolerance.
3. Measures of prevention, education and protection aimed at the eradication of racism, racial discrimination, xenophobia and related intolerance at the regional, national and international levels.
4. Provision of effective remedies, recourses, redress [compensatory] and other measures, at the regional, national and international levels.
5. Strategies to achieve full and effective equality, including international co-operation and enhancement of the UN and other international mechanisms in combating racism, racial discrimination, xenophobia and related intolerance, and follow up.

Canada played a lead role in the international preparations, co-sponsoring the UN resolution to hold the conference and pressing for the widest possible participation by civil society, including aboriginal peoples, women and youth. We are prepared to bring to the table what we have learned about living in a multicultural society in which respect for identify, as well as the recognition, promotion, and preservation of diversity, can build bridges among peoples, communities, and nations.

Two federal departments are spearheading Canada's preparations for the World Conference. The Department of Foreign Affairs and International Trade has been consulting and negotiating with other countries and the various administrative arms of the United Nations. They will approve the delegate selection for the official Canadian delegation, including government and NGO representatives. They are leading delegations in the preparatory process and to the World Conference, and are guiding the negotiations of the global document to come out of the Conference.

The Department of Canadian Heritage leads Canada's domestic preparations. The main goals are: to consult widely with individuals and organizations regarding the priorities Canada will take to South Africa; and will develop a strategy to fight discrimination, racism, and hate in Canada. Canadian Heritage has undertaken cross-Canada consultations as a forum for Canadians to listen to each other's point of view, and to help develop a domestic action plan. The feedback from the consultations and input from other sources, including the British Columbia provincial consultations, are being considered by the government in its analysis and development of the positions it will take to South Africa.

What was heard at these consultations? Canadians told us that we need to:

- Articulate what racism means in today's world, the definitions of 20 years ago may no longer fit today's situation.
- Acknowledge our past, as it is essential for reconciliation.
- Apply an anti-racism lens to policy development and legislation across all jurisdictions and subject areas.
- Examine the role of the media in creating and perpetuating stereotypes.
- Counter racist ideology with public education and new technology.

Youth have played a special role in the Canadian domestic and international preparations. Canada has been at the vanguard of promoting the full and active participation of youth, including as members of Canada's official delegations to various world conference events and meetings. As a result of Canada's advocacy, there will be a youth forum at the World Conference in Durban, South Africa.

NGO involvement is key to the success of the World Conference. Canadian NGOs will help us achieve our goals; their contributions will be used as a building block in formatting our domestic strategy. The Government of Canada has increasingly involved NGOs in the preparatory activities both domestically and internationally and has committed to fund NGO participation at the World Conference.

Additional information on Canada's preparations and the UN World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance can be found on the WCAR web site (www.multiculturalism.pch.gc.ca).

FEEDBACK FORM

The former Ministry of Multiculturalism and Immigration undertook these consultations to obtain feedback from individuals, institutions, and communities throughout British Columbia. The ministry wanted to hear from British Columbians in order to gather information to inform British Columbia's input into the national position paper; and to provide direction when designing and delivering future anti-racism programs.

As the Aboriginal, Multiculturalism, and Immigration Programs Division of the Ministry of Community, Aboriginal and Women's Services, we would like to continue to hear from British Columbians. We are interested in your feedback on this document and on ways you are committed to working to eliminate racism. We would also like to know about initiatives, projects, research pieces, etc. that you are aware of or involved in that touch on the issues that will be addressed at the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance.

FEEDBACK FORM

Please take the time to complete this feedback form. We would like your comments on:

1. **the consultation process**

2. **if there are other issues you feel are important and/or needs to be addressed**

3. **related initiatives, projects, research pieces, etc that you are aware of**

4. **ways that the ministry can work with you to address these issues in your organization or community**

5. **ways that you would like to work with us to eliminate racism and hate activity in British Columbia**

Thank you for taking the time to complete this feedback form. We appreciate your time and input, and we look forward to continuing to work with you to eliminate racism in British Columbia. Please forward your comments to:

Multiculturalism BC
2nd Floor, 1125 Howe Street
Vancouver, BC, V6Z 2K8
or fax (604) 660-1150